

Special Education Teachers – Autism Program

GROUP
3a



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness
Assessment System for School-Based Personnel

2014
2015

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LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the third year of *A Capital Commitment*—our district's five-year plan to dramatically accelerate student achievement—and the sixth year of implementing IMPACT, I am deeply proud of the progress we've made. I want to thank you—the educators working in our schools—for your great work.

DCPS has made tremendous improvements over the past three years on everything from the DC CAS and the NAEP TUDA, to increased student enrollment, reduced truancy rates, and improved satisfaction. While I am proud of these accomplishments, I am not yet satisfied. The fact is that we have made progress *and* still have a lot left to do.

First, we need to continue to invest in our middle and 40 lowest-performing schools. We have already invested over \$40 million in funding to ensure that students receive rigorous academic content, focusing in particular on the Common Core, and a wide range of opportunities from choir and art to world languages and algebra. These funds are also critical to addressing the social and emotional needs of our students and to extending the school day so that students in our lowest-performing schools have time for remediation and exploration.

Second, we need to do more to ensure our students feel excited and supported at school. We dedicated \$5 million to helping schools improve student satisfaction so that every student, regardless of income, ward, grade level, or language ability, will get exposure to the amazing classroom that is our city. We also introduced the Proving What's Possible Student Satisfaction Awards to help schools provide more enrichment and experiential learning opportunities for students this year.

Lastly, we need to do everything we can to continue building the best educator force in the nation. Our workforce has never been better. This is because we have made serious, sustained investments in educator effectiveness through IMPACT, IMPACT*plus*, and LIFT to name a few. Still, we need educators to become even better. The next phase of this work will focus on scaling up teacher leadership initiatives, finding new ways to recognize and reward great work, and further targeting development opportunities.

I am incredibly honored to work with you as we relentlessly move ahead to meet our bold goals. Success will depend on our collective commitment to ensuring all students receive a quality education.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools

CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.



A CAPITAL COMMITMENT

Strategic Plan 2017

 DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis



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Michael DeAngelis

GROUP 3a: OVERVIEW

Who is in Group 3a?

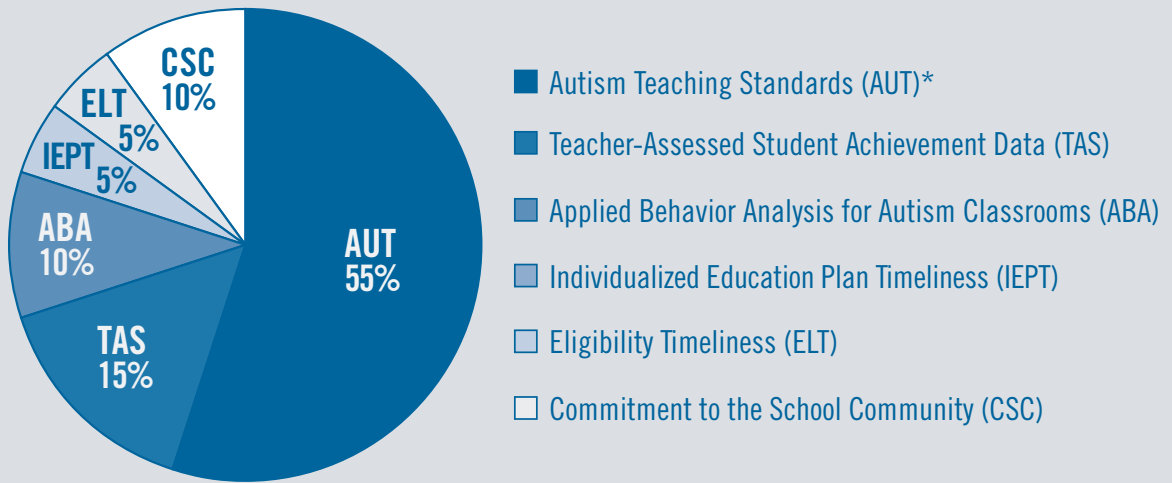
Group 3a consists of all special education teachers of autism classes.

What are the IMPACT components for members of Group 3a?

There are seven components for members of Group 3a. Each is explained in greater detail in the following sections of this guidebook.

- **Autism Teaching Standards (AUT)** — This is a measure of your instructional expertise. This component makes up 55% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. This component makes up 15% of your IMPACT score.
- **Applied Behavior Analysis for Autism Classrooms (ABA)** — This is a measure of the extent to which you appropriately implement ABA principles and methodology in your class. This component makes up 10% of your IMPACT score.
- **Individualized Education Plan Timeliness (IEPT)** — This is a measure of the extent to which you complete your assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. This component makes up 5% of your IMPACT score.
- **Eligibility Timeliness (ELT)** — This is a measure of the extent to which you complete the special education eligibility process for your assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. This component makes up 5% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 3a



* The Autism Teaching Standards (AUT) component will expand to replace components of the pie that cannot be scored.

What are the Autism Teaching Standards?

The Autism Teaching Standards (AUT) are based on Applied Behavior Analysis methodology and define excellence for autism teachers in DCPS. They include:

- Standard 1: Target and Track Learning Goals at Each Student's Level
- Standard 2: Provide Frequent Opportunities to Practice and Demonstrate Skills
- Standard 3: Promote Rigor and Improved Responding at Each Student's Level
- Standard 4: Implement Instruction to Foster Development of Social and Communication Skills
- Standard 5: Provide Instructive Feedback for Incorrect Responses and Adjust Instruction
- Standard 6: Maximize Instructional Time through Organized Routines, Procedures, and Pacing
- Standard 7: Reinforce Behaviors to Promote Engagement and Responding
- Standard 8: Respond Consistently and Appropriately to Challenging Behaviors
- Standard 9: Provide a Structured and Supportive Learning Environment

Who conducts formal observations?

Formal observations will be conducted by administrators (principals or assistant principals) and by impartial, third party observers called master educators. During these observations, your practice will be assessed according to the rubric at the conclusion of this section.

What is a master educator?

A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of your practice. The master educators are not school-based. Instead, they travel from school to school to conduct their observations. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, a perfect pairing cannot always be achieved.

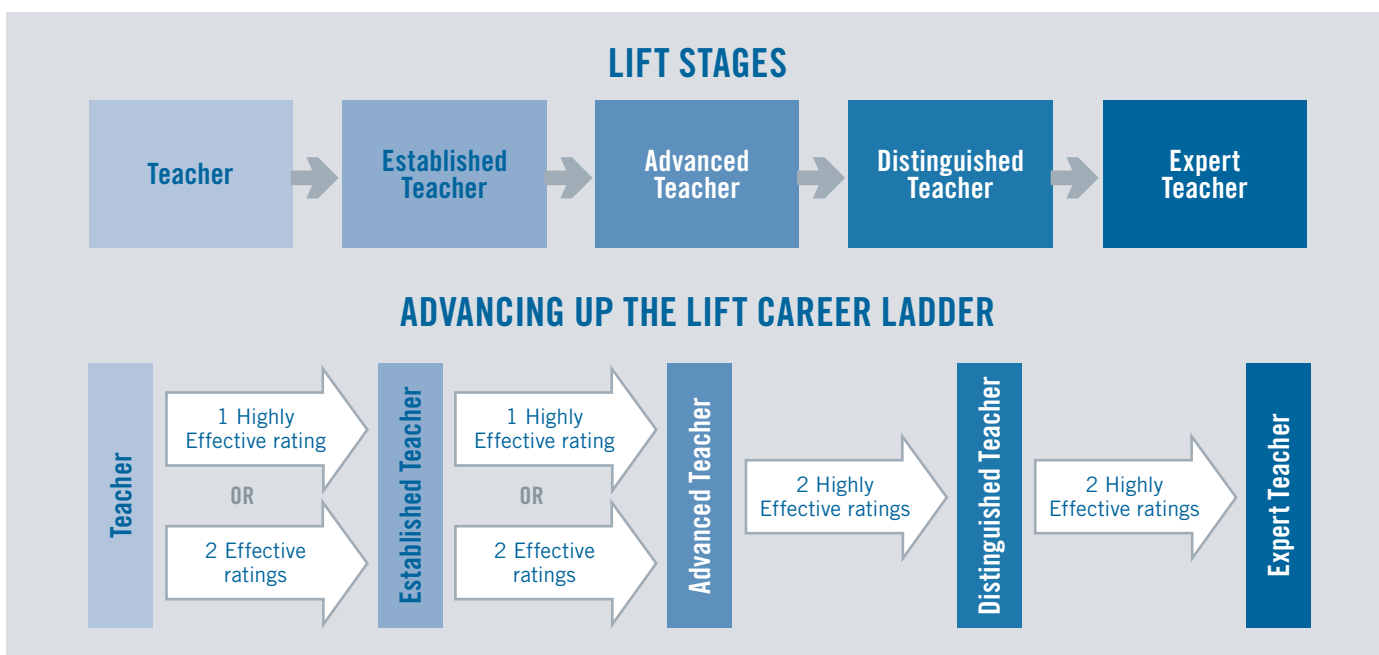
Where did the idea for the master educators come from?

The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher, who was familiar with their content area, to be a part of the assessment process.

How many formal observations will I have?

The number of formal observations you receive will depend on your stage in the Leadership Initiative For Teachers (LIFT)* career ladder, as indicated in the table to the right. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition. The following pages provide a more detailed description of how teachers at each stage will be observed.

LIFT STAGE	# OF FORMAL OBSERVATIONS	# OF REQUIRED INFORMAL† OBSERVATIONS	TOTAL # OF OBSERVATIONS
Teacher	4	1	5
Established Teacher	4	1	5
Advanced Teacher	3–4	1	4–5
Distinguished Teacher	2–4	Not required	2–4
Expert Teacher	1–3	Not required	1–3‡



* The Leadership Initiative For Teachers (LIFT) is explained in full in a separate guidebook that is posted on the DCPS website.

† Informal observations are explained later in this section.

‡ Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.

TEACHER STAGE

How many observations will teachers at the Teacher stage receive?

Teachers at the Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 1, these teachers will also receive one **informal** administrator observation.

TEACHER OBSERVATION CYCLES

SEPT 15	DEC 18	MAR 5	JUNE 11
ADMIN INFORMAL (FULL)	ADMIN FORMAL	ADMIN FORMAL	ADMIN FORMAL
ME FORMAL	ME FORMAL	ME FORMAL	ME FORMAL
FEB 19			

During Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 18, and a formal master educator observation will take place between January 5 and February 19.

ESTABLISHED TEACHER STAGE

How many observations will teachers at the Established Teacher stage receive?

Teachers at the Established Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 2, these teachers will also receive one **informal** administrator observation.

TEACHER OBSERVATION CYCLES

SEPT 15	DEC 18	MAR 5	JUNE 11
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)	ADMIN FORMAL	ADMIN FORMAL
ME FORMAL	ME FORMAL	ME FORMAL	ME FORMAL
FEB 19			

Established Teachers in their first year in DCPS will be observed according to the schedule for the Teacher stage so that they have the opportunity to receive an informal observation before any formal observations.

** Per the requirements from the U.S. Department of Education and to promote the growth and development of all teachers, Expert Teachers will be observed more than once over the course of the school year. For Expert Teachers who opt out of cycle 2 and 3 observations, principals will only submit one formal IMPACT report.*

ADVANCED TEACHER STAGE

How many observations will teachers at the Advanced Teacher stage receive?

Teachers at the Advanced Teacher stage will receive **at least three formal observations**. Two of these observations will take place by **December 18**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second master educator observation, unless requested by the teacher. All teachers at this stage will also receive an **informal** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

TEACHER OBSERVATION CYCLES

SEPT 15	DEC 18	MAR 5	JUNE 11
ADMIN FORMAL	ADMIN INFORMAL (BRIEF)		ADMIN FORMAL
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)		

DISTINGUISHED TEACHER STAGE

How many observations will teachers at the Distinguished Teacher stage receive?

Teachers at the Distinguished Teacher stage will receive **at least two formal observations**. Two of these observations will take place by **December 18**: one by an administrator and one by a master educator. If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or second master educator observation, unless requested by the teacher. (Eligible Distinguished Teachers may choose to receive a second administrator and second master educator observation, or just a second administrator observation.)

TEACHER OBSERVATION CYCLES

SEPT 15	DEC 18	JUNE 11
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	
ME FORMAL	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	

EXPERT TEACHER STAGE

How many observations will teachers at the Expert Teacher stage receive?

Teachers at the Expert Teacher stage will receive **at least one* formal observation**. This observation will take place by **December 18** and will be conducted by an administrator. If the score from this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will not receive her or his second administrator observation or master educator observation, unless requested by the teacher. (Eligible Expert Teachers may choose to receive a second administrator and first master educator observation, or just a second administrator observation.)

TEACHER OBSERVATION CYCLES

SEPT 15	DEC 18	JUNE 11
ADMIN FORMAL	ADMIN FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	
	ME FORMAL (ELIGIBLE TEACHERS WILL NOT RECEIVE)	

When will my formal observations occur?

Observation schedules are differentiated based on each teacher's LIFT stage. Please see the previous pages to learn more about the observation schedule aligned with your stage.

Will the formal observations be announced or unannounced?

All formal observations will be unannounced.

How long will the formal observations last?

Each formal observation will last at least 30 minutes.

May I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may provide clarification on the curricular model you are using or share other information about your class, students, or lesson that would allow your master educator to provide you with more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcp.dc.gov>. You may do so following each master educator observation. If you would like your master educator to read and consider this information before writing your observation report, please submit your comments during the 24 hours following your observation. Otherwise, you may share this information with your master educator during the post-observation conference.

Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share feedback and discuss next steps for professional growth.

If I have additional questions about the Autism Teaching Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by visiting <http://impactdcp.dc.gov>.

How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each of the Autism Teaching Standards. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart at the end of this section.

Are there any cases in which an observation score may be dropped?

Yes. We know that for any number of reasons — a lesson that just didn't go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule — sometimes teachers have an observation score that is significantly lower than their other scores. If you receive an observation score that is one full point lower than the average of your other scores, the low score will be dropped when calculating your final AUT score at the end of the year.

For example, imagine that you receive the following observation scores: 2.1, 3.4, 3.5, and 3.6. Since the lowest score (2.1) is more than one point lower than the average of the other three scores (3.5), the 2.1 score will be dropped. In this case, your overall AUT score will be 3.5.

OBSERVER	SCORE
Master Educator	2.1
Administrator	3.4
Administrator	3.5
Master Educator	3.6

This 2.1 score is dropped because it is at least one full point lower than the average of the other observation scores.

The average of these scores equals 3.5.

If I qualify for reduced observations based on my LIFT stage, may I still drop a low score?

Yes. If your lowest score is at least one full point lower than the average of your other observation scores, your low score will be dropped when calculating your final IMPACT score.

If you only have two observation scores and one score is at least one full point lower than the other, the low score will be dropped.

If I qualify for reduced observations, may I request to receive the full set of observations available to teachers at my LIFT stage?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced observations. At that point, you may log into the IMPACT database (<http://impactdcps.dc.gov>) to indicate that you would like to receive your remaining observations. For more information, please refer to the observation cycles for each LIFT level that appear earlier in this section.

What is an informal observation?

Administrators conduct informal observations in order to provide you with helpful feedback to improve your practice. Unlike formal observations, the score from an informal observation will not count toward your final IMPACT rating.

For those in the Teacher stage of LIFT, informal observations will take place during Cycle 1. These informal observations will last at least 30 minutes, and will be followed by a post-observation conference and a full written report that includes comments and scores for each AUT standard.

For those in the Established and Advanced Teacher stages of LIFT, informal observations will take place during Cycle 2. These informal observations will last at least 15 minutes, but post-observation conferences will not be required. The written feedback for these Cycle 2 informal observations will also follow an abbreviated format; you will receive concise comments regarding strengths and areas for growth, but you will not necessarily receive scores and comments for each AUT standard.

Please note that informal observations are not used to calculate final IMPACT scores and so do not affect your eligibility for movement along the LIFT ladder, IMPACT^{plus}, a salary step-hold, or separation.

May I request additional informal observations?

Administrators are encouraged to conduct additional informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

SAMPLE SCORE CHART: ESTABLISHED TEACHER
AUTISM TEACHING STANDARDS (AUT)

AUTISM TEACHING STANDARDS (AUT)	ADMIN CYCLE ENDS 12/18	ADMIN CYCLE ENDS 6/11	ME CYCLE ENDS 2/19	ME CYCLE ENDS 6/11	OVERALL (Average of Cycles)
AUT SCORE (Average of AUT 1 to AUT 9)	3.55	3.55	3.55	3.77	3.61
AUT 1: Target and Track Learning Goals	3.0	4.0	3.0	3.0	
AUT 2: Provide Opportunities to Practice/Demonstrate Skills	4.0	3.0	4.0	4.0	
AUT 3: Promote Rigor and Improved Responding	4.0	3.0	4.0	4.0	
AUT 4: Foster Development of Social and Communication Skills	3.0	4.0	3.0	4.0	
AUT 5: Provide Instructive Feedback for Incorrect Responses	4.0	4.0	3.0	3.0	
AUT 6: Maximize Instructional Time	3.0	3.0	4.0	4.0	
AUT 7: Reinforce Behaviors to Promote Engagement/Responding	4.0	4.0	4.0	4.0	
AUT 8: Respond to Challenging Behaviors	3.0	4.0	3.0	4.0	
AUT 9: Provide a Structured and Supportive Learning Environment	4.0	3.0	4.0	4.0	

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 1

TARGET AND TRACK LEARNING GOALS AT EACH STUDENT'S LEVEL

Highly Effective

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

A measure of progress tracking is evident for almost all activities. Data is specific to each activity and collected in a variety of ways.

The teacher uses, and supports staff members in using, written goals and notes to guide instruction.

Effective

The following best describes what is observed:

The teacher targets learning goals on each student's level and communicates them in a way that each student understands, demonstrated by the student responding to the teacher's guidance toward achieving a learning goal.

If students are not working directly with the teacher, staff members are working on specific learning goals with each student. Staff members' clarifying questions are efficiently addressed and do not disrupt student learning or suggest confusion about students' learning goals.

Target learning goals are written for staff members and some measure of progress tracking (for example, data sheets, clickers, counters, work products and samples) is evident for most students and goals at some point during the lesson.

Notes:

1. Some students may need very unique and specific learning goals in order to acquire concepts. For example, a teacher with a group of high school students may work on specific vocational skills with some students, while other students are working on developing early reading skills and another student works on sorting and identifying pictures of common items.
2. Goal notes and progress-tracking measures can appear in a variety of ways. Some teachers may use index cards to take +/- data, while others may use data sheets with goals listed on them. During group work, a teacher could use note cards listing specific goals for each student, whereas other teachers may lead instruction while their staff members track goals. For higher functioning students, work samples can serve as effective progress-tracking measures. Work samples are ineffective as progress-tracking measures, however, if students are being given significant help to get through a product without the teacher noting the level of help, because the resulting sample is not reflective of a student's skill level.
3. Observers may find students playing freely at times and not addressing learning goals, having earned breaks or rewards. If a teacher has a system in place under which students can earn short reward periods like these, the teacher should not be penalized. However, students should never spend most of an observation playing freely without working toward learning goals.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

The teacher targets learning goals for students, but goals are not targeted on some students' levels, and the teacher sometimes does not communicate the learning goals in a way that each student can understand.

If students are not working directly with the teacher, staff members are working on specific learning goals with most students. Staff members may have several basic questions that suggest confusion about which learning goals to work on with students.

Target learning goals are written for staff members and some measure of progress tracking is evident for one or more students and goals at some point during the lesson.

Ineffective

The following best describes what is observed:

The teacher rarely or never targets learning goals on each student's level (goals are significantly too difficult or too easy), or the learning goals targeted are rarely or never communicated in a way that each student can understand.

If students are not working directly with the teacher, learning goals are not clearly defined for staff members and students. Staff members may seem confused about which learning goals to work on with students.

Target learning goals are not written for staff members and progress-tracking measures are not evident for any students or goals at some point during the lesson.

4. In the majority of lessons in autism classes, different groups of students will be working toward a variety of goals. Observers should assess whether each group (which may be one student) is designed intentionally to move students toward mastery of a goal at each student's level.
5. In some cases, it is not appropriate to explicitly state a goal for a lesson. This might be true in a lesson in which the goal is for the student to develop a level of independence at a skill (for example, manipulating toys independently, appropriately requesting a toy, or imitating what others do). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of a skill and the teacher is effectively supporting the student (for example, using physical prompts or gestures) in order to guide the student toward mastery.
6. In a secondary classroom, data may be recorded on students' functional academic and communication performance. For example, a task analysis might be conducted to identify the steps involved in preparing a meal or paying for an item at a store. Staff might then record the accuracy and number of prompts needed to complete each step. During leisure activities such as meals, sports, and transitions, data may be recorded on social interactions and requests, along with the number of staff prompts required during the activity.

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 2	PROVIDE FREQUENT OPPORTUNITIES TO PRACTICE AND DEMONSTRATE SKILLS	
Highly Effective <i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i>		Effective <i>The following best describes what is observed:</i>
<p>Instruction is consistently implemented so that the skills each student needs to acquire are frequently targeted.</p> <p>Each student is consistently given frequent opportunities to practice and demonstrate skills during lessons.</p> <p>The teacher consistently capitalizes on opportunities to allow students to practice their individual skills.</p>		<p>The skills each student needs to acquire are frequently targeted, and almost all students have opportunities to demonstrate skills.</p> <p>Students only have brief periods of time when they have to wait before being given an opportunity to engage.</p> <p>The teacher capitalizes on most opportunities to practice the students' individual skills (for example, how to request help when a student encounters an unexpected problem).</p>

Notes:

1. Effective ways of promoting frequent opportunities to practice skills include Discrete Trial Instruction (DTI) and Direct Instruction (DI). DTI and DI typically involve 1:1 or 1:2 teaching scenarios. The teacher presents targeted skills in succession mixed in with mastered skills. Specific supports (prompts) are often used to demonstrate correct responses, and fading of prompts is based on the needs of the student. The teacher gives specific reinforcement for correct responses and follows "error correction" procedures when students give incorrect responses.
2. During a themed activity in which students are at a variety of levels, instruction should be designed so that each student has many opportunities to practice the skills the student needs to acquire. For example, during "animal bingo," students who are learning to match identical pictures have to match the twelve pieces they are given, students who are learning to categorize have to sort twelve animals into categories, and students who are learning to request may need to say "Give me the cow, please" before being able to match their animals.
3. During a group reading of a text, each student should be given many opportunities to respond on her or his level. Some students may be asked to find pictures, others may be learning to answer factual "wh-" questions, and others may be learning to predict actions in text.
4. When possible, the teacher should engage students in opportunities to maintain and generalize skills in age-appropriate, real-world, and community-based activities that capitalize on student interests. For example, after a student has been explicitly taught how to greet a friend during social skills instruction, the student might be provided with opportunities to generalize this skill during lunch time, sports, or interactions with general education peers.
5. For secondary students, promoting functional life skills may be accomplished through strategies such as least-to-most prompting sequences and incidental teaching. For example, if a student sneezes, s/he might use a mand, Picture Exchange Communication, or a gestural prompt to access a tissue.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

The skills each student needs to acquire are sometimes targeted, or only some students may have opportunities to demonstrate skills.

Students have some periods of time when they have to wait before being given an opportunity to engage, demonstrated by signs of disengagement in students.

The teacher capitalizes on some opportunities to practice the students' individual skills or only takes advantage of opportunities for some students.

Ineffective

The following best describes what is observed:

Instruction does not purposefully target skills for each student, or only a few students may have opportunities to demonstrate skills.

Students have substantial periods of time when they have to wait before being given an opportunity to engage.

The teacher does not capitalize on opportunities to practice the students' individual skills or only takes advantage of opportunities for a few students.

LEVEL 4 (HIGHEST)		LEVEL 3	
AUT 3		PROMOTE RIGOR AND IMPROVED RESPONDING AT EACH STUDENT'S LEVEL	
Highly Effective		Effective	
<i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i>		<i>The following best describes what is observed:</i>	
<p>The content and activities in the lesson are accessible to all students.</p> <p>The content and activities in the lesson are challenging to all students.</p> <p>At nearly all opportunities, the teacher probes for more complex responses, expands the expectations for student responses, or promotes higher order thinking.</p> <p>The teacher highlights the importance of improved responding by consistently acknowledging and reinforcing improved responding in each student.</p>		<p>The content and activities in the lesson are accessible to almost all students.</p> <p>The content and activities in the lesson are challenging to almost all students, even when students are not directly working with the teacher.</p> <p>The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill by frequently probing for more complex responses, expanding the expectations for student responses, or promoting higher order thinking.</p> <p>The teacher frequently attempts to reduce or remove prompts, supports, and clues given to students to promote independence.</p>	

Note:

1. It is important to remember that “rigor” is defined very differently for each student in an autism classroom. An observer should look carefully at a student’s responses and behaviors during an observation and notice if the teacher is sensitive to that student’s ability and is encouraging improvement whenever possible. Some students, however, may need more support than others, and some, if making many errors, may need maximal support throughout the observation.

Examples of promoting rigor and improved responding:

- To encourage rigor and higher-order responses for an early learner, a teacher could take a student who is consistently able to ask for a “cracker” and might prompt the student during snack time to use “more cracker.” Or, a student who is consistently able to ask for items might be taught to answer a question that involves making choices between items.
- To encourage higher-order thinking for highly verbal students, a teacher might prompt students who are working on taking the perspective of another person to brainstorm ways to find out what another person likes or is interested in.
- To encourage rigor and improved responding, a teacher might provide students with multi-sensory input. For example, a student might be allowed to sit on a “donut” to facilitate a body position that is more conducive to learning or hold sensory equipment for tactile input.
- To increase a student’s rate and accuracy of responding, a teacher might use strategies such as overcorrection procedures. For example, a student might identify her/his personal identification information multiple times in one lesson or until s/he meets mastery criteria.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

The content and activities in the lesson are accessible to most students.

The content and activities in the lesson are challenging to most students.

The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill, but is unsuccessful at times, or only attempts to promote improved responding for some students.

The teacher sometimes attempts to reduce or remove prompts given to students, but may miss some attempts to promote independence.

Ineffective

The following best describes what is observed:

The content and activities in the lesson are not accessible to most students.

The content and activities in the lesson are not challenging to most students.

The teacher rarely or ineffectively promotes improved responding for students who are demonstrating rapid acquisition of a skill.

The teacher often misses attempts to reduce or remove prompts given to students, overly supporting students or consistently targeting difficult skills.

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 4	IMPLEMENT INSTRUCTION TO FOSTER DEVELOPMENT OF SOCIAL AND COMMUNICATION SKILLS	
<h3>Highly Effective</h3> <p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p>		<h3>Effective</h3> <p><i>The following best describes what is observed:</i></p>
<p>All instruction embeds frequent learning opportunities to further develop communication and social skills.</p> <p>Instruction enables all students to improve upon social and communication skills.</p> <p>The teacher consistently plans lessons using high-interest items so that all students are motivated to communicate. All students' communication instruction is highly individualized and meaningfully implemented.</p> <p>All students are given equal opportunities to communicate and respond to teacher's communication, regardless of each student's developmental level.</p> <p>Social skill development is effectively targeted for almost all students, and interactions are frequently encouraged between students.</p>		<p>Instruction embeds frequent learning opportunities to further develop social and communication skills and enables most students to demonstrate and improve those skills.</p> <p>All students have a means of communication or are being taught one. For example, vocal students are learning to echo words, and non-vocal students are using Picture Exchange Communication System, modified sign language, or augmentative communication devices.</p> <p>Social skill development is frequently and effectively targeted for most students, demonstrated by the students' ability to respond to teacher set-ups for social skills. Instruction is specific to each student's level and skills might be taught through using items of student's interest, modeling and prompting of skills, or role rehearsal and coaching through social situations.</p>

Notes:

1. A teacher should be scored on her/his ability to take students from where they are and craft opportunities that allow them to demonstrate improved social and communication skills. A teacher should not be penalized for having many students who are functionally non-verbal, or receive a 4 simply because all of her or his students can vocally communicate. A teacher should be scored based on her/his ability to frequently embed opportunities for all students to communicate more effectively than they are already communicating.
2. In order to assess whether a teacher is effective in developing students' social and communication skills, the observer should examine the methods used to teach skills, the efficacy of teacher feedback, and the teacher's ability to target social skills students can immediately demonstrate. While learning about sharing, for example, some students may need very direct support, such as direct prompts of exactly what a student could say or do, while others may benefit from models or verbal reminders to use certain social conventions. The efficacy of a teacher's choice of instruction should be assessed by the student's ability to respond to the cues.
3. A teacher can design instruction to promote many communication skills. A teacher could withhold preferred items or items needed for a task so that a student needs to practice requesting. During a group activity, a teacher could give one student's high-interest items to another student to teach the target student to comment on how she or he likes the other student's work.
4. The teacher should integrate social skill development into any group activities (for example, structured play time, morning meeting, or snack). There are a wide variety of skills a teacher can target for social development. For example, the teacher could create lessons that target student development of eye contact, greetings, responses, sharing, waiting, staying on topic, paying attention to others' interests, or appropriately asking for a break from a task.
5. For students with few or no communication skills, communication instruction should be focused on allowing students to request items of interest to the student, which increases the student's motivation to communicate. For students who are already communicating, instruction should be focused on developing more complex communication skills, such as developing a student's ability to speak in longer sentences with correct syntax, answer questions, ask questions, or have on-topic conversations.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

Instruction embeds occasional learning opportunities to further develop social and communication skills or may only enable some students to demonstrate and improve those skills.

Some students do not have a means of communication or are not being taught one.

Although social interaction and skills may be seen among students, social skill development is infrequently or ineffectively targeted for most students.

Ineffective

The following best describes what is observed:

There is rarely or never instruction that promotes opportunities to develop social and communication skills.

Non-vocal students are not using or being taught more effective means of communication, and students who do communicate are not instructed in more effective communication.

Social skills are rarely or never targeted for students. The teacher does not model and cue students to engage in more effective social interactions. The teacher does not use opportunities to coach students through social interactions.

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 5	PROVIDE INSTRUCTIVE FEEDBACK FOR INCORRECT RESPONSES AND ADJUST INSTRUCTION	
	Highly Effective <i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i>	Effective <i>The following best describes what is observed:</i>
	<p>Almost all incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are not given opportunities to believe incorrect answers are correct.</p> <p>The teacher has designed the lesson to reduce incorrect responses and errors for each student and ensure that each student consistently participates in the lesson.</p>	<p>Most incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are only rarely given opportunities to believe incorrect answers are correct.</p> <p>Most corrections are given effectively, in a way that ensures that students do not persist in misunderstanding. Effective corrections include a prompt that reduces the number of errors a student is making, without giving more support than is necessary for that student.</p> <p>If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher makes significant adjustments to the instructional plan to effectively promote each student's participation and understanding.</p>

Note:

1. The teacher's feedback is the most effective when it encourages students to respond as independently as possible while also decreasing the chance a student will give an incorrect response again. For example, if a student can remember that something is a red truck by the teacher beginning to make the "r" sound, the teacher should not say to the student, "It's a red truck," because that prompt would provide unnecessary support and thus would not give the student the opportunity to become increasingly independent. However, if a teacher says "r" to a student and the student responds incorrectly, repeating that prompt would be ineffective, because the student would likely continue to demonstrate incorrect responses.

Examples of instructive feedback after incorrect responses:

- **Verbal Prompt**
 - When teaching a student to identify "car," after the student calls the object a train the teacher says, "What is it?" and immediately gives the feedback: "Car." The teacher then asks the student, "What is it?" and the student says, "Car."
 - When trying to get a student to describe an action, the teacher says, "Say it like me: 'The cat is sleeping,'" and the student repeats the full sentence.
- **Physical Prompt**
 - When teaching receptive language, the teacher says, "Go to the math center" and stands behind the student, puts her or his hands on the student's shoulders, and guides the student to the correct center.
 - When teaching a student to wash her or his hands, the teacher takes the student's hands and guides them to the soap dispenser.
- **Gestural Prompt**
 - When attempting to get a student to recall what a character did in a story, the teacher asks again and points to the relevant character. The student describes what the character did.
 - After telling a student to turn to the correct page, the teacher gestures to the number 76 on the bottom of her/his copy of a book. The student then turns her/his copy to 76.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

Some incorrect responses are not addressed immediately and meaningfully, and feedback is often not instructive to the student. Students are sometimes given opportunities to believe incorrect answers are correct.

Incorrect responses by students are sometimes missed or addressed ineffectively, allowing some students to persist in incorrect responding. Corrections may give students more help than necessary, preventing them from answering independently.

If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher may attempt to adapt the lesson, but adaptations are not completely effective at increasing each student's participation and understanding.

Ineffective

The following best describes what is observed:

Most incorrect responses are not addressed, giving students frequent opportunities to believe incorrect answers are correct.

The teacher rarely responds to student errors effectively, and students often persist in misunderstandings.

If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher does not effectively alter instruction. Or, the lesson design or delivery may promote frequent errors or non-responding.

- **Modeling**

- When reminding students to raise their hands, the teacher models the behavior. The students follow the model and the teacher calls on the first student to follow the model.
- When teaching students to begin a sentence with a capital letter, the teacher models a sentence on her paper beginning with a capital letter T.

- **Indirect Prompts**

- When teaching a student to complete a word problem, the teacher says, "Remember what you need to check before answering a word problem." The student refers to the word problem clues and then looks for words in the word problem that may indicate which operation to use.
- When teaching a student to converse effectively by asking a question to a friend, the teacher whispers to the student, "What could you say to get a friend interested in your conversation?" The student asks, "What's your favorite movie?"

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 6	MAXIMIZE INSTRUCTIONAL TIME THROUGH ORGANIZED ROUTINES, PROCEDURES, AND PACING	
	Highly Effective <i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i>	Effective <i>The following best describes what is observed:</i>
	<p>Transitions require very little teacher direction and appear seamless.</p> <p>Additional supports such as timers, visual supports, classroom or individual schedules, and/or motivational systems are used when necessary to assist students who have difficulty processing verbal instructions.</p> <p>The teacher works actively to prevent challenging behavior through preparing and motivating students before difficult transitions. For example, s/he may have a verbal student state back a direction or remind a student of a reward to work toward before a difficult transition.</p>	<p>Most transitions are quick and smooth. Routines and procedures are in place to support maximizing instructional time, and transitions require little teacher direction. However, individual students may not have extra supports for difficulty transitioning.</p> <p>Students have very brief wait times as the teacher prepares or gathers materials.</p> <p>The pace of instructional delivery is quick and engaging. The teacher balances easier and more challenging skills in order to actively build momentum and enthusiasm in a lesson.</p> <p>There is evidence that the teacher has prepared effective instruction for students s/he is not working with directly. The teacher redirects students to engage in appropriate activities if needed.</p>

Notes:

1. Because typical age-appropriate pacing may be ineffective for students with autism, the observer should focus on student engagement in order to assess effectiveness of instructional pacing.
2. For students with challenges in sustaining attention, the pacing of instruction is often very quick. The teacher may work through a variety of activities in order to keep students engaged and responding.
3. Some students may require prompts and supports to complete parts of the daily routine and transitions. However, the prompts should be minimally intrusive while still enabling students to complete transitions and routines as independently as they are able.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

Transitions require significant teacher direction, proving effective only for highly independent students, and are sometimes disorganized. Some students and staff members may seem confused about expectations during transitions.

Wait time is often too long for students, and students may engage in inappropriate behavior while waiting. The teacher may sometimes have difficulty re-engaging students after transitions.

The pace of instructional delivery is effective for some students. Some students are not engaged by the teacher's pace of instruction and the teacher may have difficulty shifting the pace.

Some attempts to engage all students in learning are unsuccessful. There is evidence that the teacher has not prepared effective instruction for students s/he is not working with directly.

Ineffective

The following best describes what is observed:

Transitions are disorganized and unsystematic, and significant instructional time is lost. Most students may not know where to go, or transitions may require that the teacher tells most students what to do.

Students are frequently idle while waiting for the teacher to find, prepare, or gather materials, and challenging behaviors are often seen.

The pace of instructional delivery is slow and not highly engaging. The teacher spends too much time on skills that are too easy or difficult for students, even when students show visible frustration or boredom.

There is little to no evidence that the teacher has prepared effective instruction for students s/he is not working with directly.

Examples of supports for smooth transitions and effective pacing:

- Teachers may use behavior momentum to engage students in learning: This involves asking a student to complete a few easier tasks as a way to build momentum and increase positive affect in students before asking a student to demonstrate a skill she or he is learning.
- Frequent use of small groups of 1:1 or 1:2 instruction may help to maximize instruction provided at each student's level.
- Visual supports can be used to help students understand expectations. A student may have a photographic schedule, a "first, then" board explaining expectations, or a checklist to follow for successful transitions.

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 7

REINFORCE BEHAVIORS TO PROMOTE ENGAGEMENT AND RESPONDING

Highly Effective

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

Reinforcement is individualized: It is sensitive to differences in motivation between students and to each student's need for more or less intensive reinforcement (for example, every 30 seconds or every 3 hours).

The teacher makes some reinforcement systems individualized and others group-based, depending on students' ability to respond to systems.

The teacher is highly sensitive to signs of waning engagement and changes some aspect of the system to improve engagement (for example, the frequency or type of reinforcement).

The teacher always pairs social reinforcement with supplemental reinforcement, and matches her/his affect to students' affect (for example, quiet vs. animated praise).

Effective

The following best describes what is observed:

Reinforcement systems are motivating and effective, resulting in improved behavior or engagement by each student. If systems are not highly effective in the moment, the teacher changes an aspect of the system to increase engagement.

Reinforcement systems are almost always used proactively, and all staff members are attempting to use reinforcement systems.

The teacher attends to many more positive behaviors than challenging behaviors and models, prompts, and reinforces appropriate behaviors.

Notes:

1. Whenever possible, the teacher should use social forms of reinforcement (for example, high-fives, smiles, or hugs). If students are engaged and demonstrating socially appropriate behavior or if certain activities are inherently reinforcing, a teacher may not need a supplemental reinforcement system and should not be penalized for not using one. However, if the teacher is not using a supplemental system and students are unresponsive or engaging in frequent challenging behaviors, observers should consider that students are likely demonstrating a need for additional motivation and reinforcement when scoring.
2. Reinforcement makes behaviors occur more frequently in the future. What serves as reinforcement differs for each student, so observers should look at each student's skill level, attention, and engagement to assess the teacher's effectiveness in applying the principles of reinforcement. For example, early learners with difficulty paying attention may need reinforcement after every few directions, while more advanced learners who are more socially engaged may complete a few hours of instruction before receiving supplemental reinforcement.
3. A reinforcer should only be considered effective if it improves a student's responding.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

Reinforcement systems are sometimes motivating and effective, but some students may not respond to systems with improved behavior or engagement. If systems are not highly effective in the moment, the teacher's attempts at increasing engagement are often ineffective.

Reinforcement systems are often used only after challenging behaviors occur, or they are only used by some staff members in the classroom.

The teacher equally attends to positive and challenging behaviors, or the teacher's attempts at modeling, prompting, and reinforcing positive behaviors are sometimes unsuccessful, as demonstrated by student disengagement.

Ineffective

The following best describes what is observed:

Reinforcement systems are rarely or never used, or are general and ineffective for most students. The teacher is unable to maintain student engagement or does not attempt to increase engagement.

Reinforcement systems, if in place, are used only after challenging behaviors occur and by few or no staff members.

The teacher rarely or never attends to positive behaviors or frequently draws attention to challenging behaviors. The teacher's attempts, if any, at modeling, prompting, and reinforcing positive behaviors are usually unsuccessful.

Examples of reinforcers:

- Free time with a toy or puzzle
- High-fives, smiles, hugs
- Snacks and drinks
- Stickers or other small rewards
- Time to look at a favorite book
- Time to play with a fidget toy or line up favorite items
- Time using the computer
- Tokens to cash in
- Trip to the water fountain
- Visit to a favorite teacher or student in another class

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 8

RESPOND CONSISTENTLY AND APPROPRIATELY TO CHALLENGING BEHAVIORS

Highly Effective

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

The teacher and staff members always respond consistently to specific behaviors for each student.

Responses by the teacher and staff members to challenging behaviors are consistently calm.

Verbal feedback is consistently targeted at positive behaviors rather than challenging behaviors after a challenging behavior occurs (for example, ignoring or calmly redirecting a student then praising the student once s/he is back on track).

Effective

The following best describes what is observed:

The teacher is prepared and responds quickly when disruptive behaviors (for example, acting in an aggressive or destructive manner) occur. The teacher is able to direct staff members and other students so that the behavior is minimally intrusive to other students' learning.

The teacher and staff members respond consistently to specific behaviors most of the time, though some minor inconsistencies may be seen. Behaviors are treated differently based on the reasons students are engaging in these behaviors.

Following a challenging behavior, feedback is focused more on positive behaviors than on challenging behaviors as soon as possible.

The teacher uses redirection effectively to move students from engaging in minor challenging behaviors to engaging in adaptive or positive behaviors.

Notes:

1. If there are one or more instances in which a teacher criticizes or teases a student for engaging in a challenging behavior, the teacher should be scored a Level 1 for this standard.
2. More challenging behaviors are often seen in autism classrooms due to communication challenges, and teachers should not be penalized for the presence of challenging behaviors in a classroom. However, if no challenging behaviors are seen during an observation, and students are still being provided with appropriate and challenging work, it should be assumed that a teacher has actively worked to prevent and manage challenging behavior, and the teacher should receive a Level 4.
3. It may sometimes be appropriate for a teacher to ignore challenging behaviors in situations in which it has been determined that the behavior is attention-seeking. This might even be true for behaviors that are particularly egregious such as trying to hit or bite another person. For example, a teacher might block a student attempting to hit someone but not verbally address the behavior, or, after a student throws materials off a table, a teacher might replace them, continue with the lesson, and not verbally address the behavior. When scoring, an observer should consider whether the teacher is actively working to keep all students safe and is aware that challenging behaviors are occurring, even if she or he might appear to be ignoring them. However, if the teacher is entirely ignoring highly challenging behaviors at the expense of student safety, the teacher should be penalized.
4. In order to decrease challenging behaviors, a teacher must respond to each particular behavior in a consistent manner. For example, if a teacher ignores a student's behavior the first time and then tells the same student, "No, don't do that," the next time, the teacher is not responding consistently.
5. Functional assessment information may be used to determine antecedent (proactive) strategies to minimize challenging behaviors. Strategies may include minimizing, redirecting, or prompting.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

The teacher responds slowly or seems uncertain when disruptive behaviors occur, and has trouble directing staff members and other students. As a result, the behavior may be intrusive to other students' learning.

The teacher and staff members sometimes respond inconsistently to specific behaviors for each student. Behaviors are sometimes not treated differently based on the reasons students are engaging in the behaviors.

Following a challenging behavior, feedback is usually focused more on challenging behaviors than positive behaviors.

The teacher attempts to use redirection but is not entirely effective.

Ineffective

The following best describes what is observed:

The teacher responds slowly and seems unprepared when disruptive behaviors occur, or is unable to redirect staff members and other students. As a result, the behavior may be very intrusive to other students' learning.

The teacher and staff members usually respond inconsistently to specific behaviors for each student. Many challenging behaviors may be observed, and the teacher and staff members only respond to challenging behaviors reactively. Behaviors are not treated differently based on the reasons students are engaging in the behaviors.

Following a challenging behavior, feedback is frequently focused on that behavior, and the teacher and staff members appear agitated.

The teacher rarely uses redirection, and minor behaviors may escalate.

Examples of appropriate responses to challenging behaviors:

- If a student falls out of a chair to avoid work, the teacher may gently guide the student back up, ask the student to complete an easier task, then model the appropriate behavior while supporting the student. As soon as the student begins to complete the original task, the teacher praises the student for engaging in the appropriate behavior.
- If a student is having difficulty leaving her/his favorite activity, the teacher may animatedly redirect the student's attention to other reinforcers s/he can earn after completing a new task, helping to ease the transition away from a favorite item.

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 9

PROVIDE A STRUCTURED AND SUPPORTIVE LEARNING ENVIRONMENT

Highly Effective

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

The structure and organization of the physical learning environment significantly promote student independence.

The teacher and staff members efficiently adjust the learning environment when necessary to prevent distractions from interrupting the flow of the lesson (for example, by adding or removing materials or re-locating students).

Areas for individual, small, and large group instruction are always structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels.

Lesson materials are manipulated to increase opportunities for communication, as appropriate and while maintaining student engagement and investment. For example, staff members might provide an incomplete set of materials for a particular task to allow students to practice making requests.

Effective

The following best describes what is observed:

The physical learning environment, including furniture and materials, are organized to reduce distraction and interference, provide adequate personal space for students, and promote cleanliness and order.

Areas for individual, small, and large group instruction are almost always structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels.

Independent work stations are well-structured and visually organized, including clear boundaries as appropriate, such that almost all students are able to effectively engage in lesson activities.

Staff members consistently follow established programs and procedures, working cooperatively to support classroom management and maintenance, and working independently to address the needs of individually assigned students.

Staff members always actively engage with students in a positive manner and always effectively encourage participation, support communication, and promote maximal independent functioning.

Note:

1. Learning environments include the classroom itself, as well as additional settings where instruction may occur, such as in vocational and community settings.

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes what is observed:

The physical learning environment, including furniture and materials, are generally organized but may cause some student distraction, may sometimes provide inadequate personal space for students, or may sometimes inadequately promote cleanliness and order.

Areas for individual, small, and large group instruction are sometimes structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels.

Independent work stations are somewhat structured and visually organized. At times, students may appear confused about how to organize their space, but most students are able to effectively engage in lesson activities.

Staff members sometimes follow established programs and procedures but may have several basic questions that suggest confusion about the daily schedule, their responsibilities, or classroom routines.

Staff members always actively engage with students in a positive manner and may sometimes effectively encourage participation, support communication, and promote maximal independent functioning.

Ineffective

The following best describes what is observed:

The physical learning environment, including furniture and materials, are disorganized, causing significant distraction. Environments rarely provide adequate personal space for students or promote cleanliness and order.

Areas for individual, small, and large group instruction are rarely or never structured effectively. Most lesson activities take place in learning settings that are not well-matched to the students' ages and functioning levels.

Independent work stations are disorganized, such that students are not able to effectively engage in lesson activities.

Staff members rarely or never follow established programs and procedures. Staff members may demonstrate significant confusion or may impede the efficiency or effectiveness of lesson activities.

Staff members do not always actively engage with students in a positive manner or do not effectively encourage participation, support communication, and promote maximal independent functioning.

What is Teacher-Assessed Student Achievement Data?

This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the PARCC test.

What assessments can I use?

Assessments must be rigorous, aligned to the DCPS content standards, and approved by your school administration.

Why is this one of my IMPACT components?

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students.

In addition, we recognize that the PARCC assessment captures some but not all aspects of your students' learning over the course of one year. TAS is an opportunity for you to identify and celebrate the learning not reflected on the state standardized test by incorporating it into your own instructional goals and IMPACT evaluation.

How will this process work?

In the fall, you and your administrator will decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year.

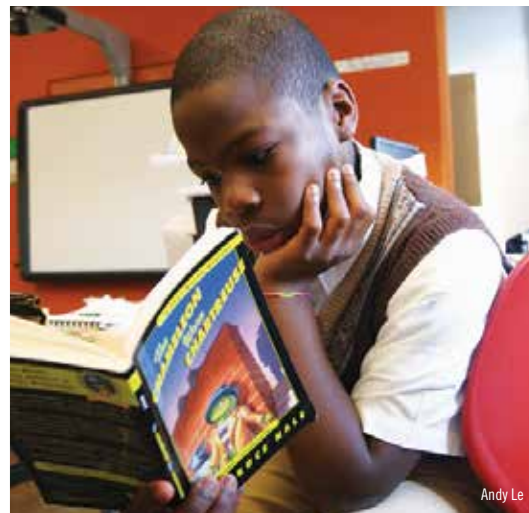
Please note that your administrator must approve your choice of assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually, or may choose to set school-wide achievement targets. Once you and your administrator have decided on the assessment(s) you will use, your student learning targets, and the weights you will assign to them, you will enter your TAS goals into the IMPACT database using the TAS Goal Builder.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section. The deadline for submitting TAS scores is the last day of school.*

TAS achievement targets and scores are tracked in the IMPACT database: <http://impactdcps.dc.gov>.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



If I have additional questions about TAS, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

TAS 1

TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

* Suggested years of growth are listed here as general guidance. Standardized assessments and skills-based rubrics used for TAS may measure reading levels, rubric levels, etc. Teachers should refer to the scoring guidance for each assessment they have chosen to determine how many levels equates to a year of growth or more.

Note: If a teacher uses more than one assessment, each will be scored individually. The scores will then be averaged together, taking into account the weights that administrators and teachers assigned to each assessment when setting TAS goals at the beginning of the year.



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LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth*; assessments used are not **approved** by the administration; or scores reported are not **validated** by the administration.



What is Applied Behavior Analysis for Autism Classrooms?

This component measures the extent to which you appropriately implement Applied Behavior Analysis principles and methodology in your autism classroom.

Why is this one of my IMPACT components?

Research has shown that implementation of Applied Behavior Analysis principles and methodology in the instruction of students with autism can be highly effective in helping such students achieve.

How will my proficiency in ABA be assessed?

A representative from the DCPS Office of Specialized Instruction will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The first assessment will occur by February 5 and the second by June 17.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Office of Specialized Instruction. At this conference you will receive feedback based on the Applied Behavior Analysis for Autism Classrooms rubric and discuss next steps for professional growth.

How will my proficiency in ABA be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

SAMPLE SCORE CHART
APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)	CYCLE ENDS 2/5	CYCLE ENDS 6/17	OVERALL (AVERAGE OF CYCLES)
ABA SCORE <i>(Average of ABA 1 to ABA 4)</i>	3.50	4.00	3.75
ABA 1: Functional Assessment of Challenging Behaviors	3.0	4.0	
ABA 2: Comprehensive Behavior Support Plans	4.0	4.0	
ABA 3: Appropriate Use of ABA Techniques	4.0	4.0	
ABA 4: Student Progress Assessment and Interventions	3.0	4.0	



Bel Perez Gabilondo



Michael DeAngelis



Brian Tropiano

If I have additional questions about ABA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

ABA 1

FUNCTIONAL ASSESSMENT OF CHALLENGING BEHAVIORS

Highly Effective

The following best describes the teacher's practice:

The teacher effectively identifies almost all challenging behaviors that are disruptive to a student's learning, as well as behaviors that inhibit student growth but may not be considered "disruptive" (for example, self-stimulatory behavior, off-task behavior, or scripting).

The teacher defines all behaviors s/he is analyzing in objective, observable, and measurable ways.

Data is collected on almost all challenging behaviors. Measurement of the behaviors (for example, frequency, duration, or time sampling) is chosen based on the important characteristics of the behavior.

Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of almost all challenging behaviors.

ABC data is consistently and effectively analyzed for almost all challenging behaviors to determine patterns and hypothesize reasons students are engaging in the behaviors.

Effective

The following best describes the teacher's practice:

The teacher effectively identifies most challenging behaviors that are disruptive to a student's learning.

The teacher defines almost all behaviors s/he is analyzing in objective, observable, and measurable ways.

Data is collected on most challenging behaviors based on the important characteristics of the behavior.

Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of most challenging behaviors.

ABC data is consistently collected for most challenging behaviors and the teacher hypothesizes reasons students are engaging in the behaviors.



LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes the teacher's practice:

The teacher effectively identifies some of the challenging behaviors that are disruptive to a student's learning.

The teacher defines some of the behaviors s/he is analyzing in objective, observable, and measurable ways.

Data is collected on some challenging behaviors, but is not based on the characteristics of the behavior or is taken inconsistently.

Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of only highly challenging behaviors, or ABC data uses unobservable definitions.

ABC data is collected for only highly challenging behaviors; or, data is gathered but analyzed incorrectly.

Ineffective

The following best describes the teacher's practice:

The teacher is ineffective at identifying challenging behaviors that are disruptive to a student's learning.

The teacher does not define behaviors in objective, observable, and measurable ways.

Data is almost never collected on challenging behaviors.

Functional assessments are almost never conducted on challenging behaviors.

ABC data, if gathered, is not analyzed to hypothesize reasons students are engaging in the behaviors.



LEVEL 4 (HIGHEST)

LEVEL 3

ABA 2

COMPREHENSIVE BEHAVIOR SUPPORT PLANS

Highly Effective

The following best describes the teacher's practice:

Comprehensive behavior support plans are in place for almost all challenging behaviors, enabling students to improve their ability to function in more adaptive ways.

The teacher consistently implements all of the components of behavior support plans: global environmental interventions, antecedent interventions, functionally equivalent replacement behaviors, consequences for replacement behaviors, and extinction consequences for challenging behaviors.

Behavior support plans contain individualized modifications for almost all students' needs and ability levels.

All behavior support plans are accurately analyzed across time to determine efficacy, and adaptations to the plans are made based on data.

Effective

The following best describes the teacher's practice:

Comprehensive behavior support plans are in place for most challenging behaviors.

The teacher consistently implements most of the components of behavior support plans.

Behavior support plans contain individualized modifications for most students' needs and ability levels.

Data is collected on almost all behavior support plans, and adaptations to the plans are implemented.



Michael DeAngelis



Michael DeAngelis

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes the teacher's practice:

Comprehensive behavior support plans are in place for only highly challenging behaviors.

The teacher implements only some of the components of behavior support plans, or components are inconsistently implemented.

Behavior support plans contain individualized modifications for some students' needs and ability levels.

Data is collected on only some behavior support plans, and adaptations to the plans are occasionally implemented.

Ineffective

The following best describes the teacher's practice:

Behavior support plans are almost never in place; or, if in place, are not comprehensive.

The teacher rarely or never implements behavior support plans.

Behavior support plans, if in place, do not contain individualized modifications for students' needs and ability levels.

Data is rarely or never collected on behavior support plans, or adaptations to the plans are rarely or never implemented.



Bel Perez Galibondo



Bel Perez Galibondo

LEVEL 4 (HIGHEST)

LEVEL 3

ABA 3

APPROPRIATE USE OF ABA TECHNIQUES

Highly Effective

The following best describes the teacher's practice:

The teacher utilizes the most effective, researched-based teaching strategies for almost all IEP goals, relevant standards, and other critical skills. These strategies may include Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or explicit teaching of a skill set.

The teacher always implements ABA techniques consistently with high levels of fidelity.

The teacher consistently selects which ABA techniques to implement based on the needs of each student.

The teacher consistently uses the principles of reinforcement effectively with students to maximize learning.

Effective

The following best describes the teacher's practice:

The teacher utilizes the most effective, research-based teaching strategies for most IEP goals, relevant standards, and other critical skills.

The teacher usually implements ABA techniques consistently with high levels of fidelity.

The teacher usually selects which ABA techniques to implement based on the needs of each student.

The teacher usually uses the principles of reinforcement effectively with students to maximize learning.



Bel Perez Gabilondo



Bel Perez Gabilondo

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes the teacher's practice:

The teacher utilizes the most effective, research-based teaching strategies for some IEP goals, relevant standards, and other critical skills.

The teacher inconsistently implements ABA techniques or implements them with varying levels of fidelity.

The teacher inconsistently selects which ABA techniques to implement based on the needs of each student.

The teacher inconsistently uses the principles of reinforcement effectively with students to maximize learning.

Ineffective

The following best describes the teacher's practice:

The teacher rarely or never utilizes the most effective, research-based teaching strategies for IEP goals, relevant standards, and other critical skills.

The teacher rarely or never implements ABA techniques or implements them without fidelity.

The teacher rarely or never selects which ABA techniques to implement based on the needs of each student, or rarely or never uses ABA techniques.

The teacher rarely or never uses the principles of reinforcement with students to maximize learning.



LEVEL 4 (HIGHEST)

LEVEL 3

ABA 4

STUDENT PROGRESS ASSESSMENT AND INTERVENTIONS BASED IN PRINCIPLES OF ABA

Highly Effective

The following best describes the teacher's practice:

A variety of ABA data collection techniques, such as probe data, trial-by-trial data, frequency data and/or permanent product data, are frequently used to analyze efficacy of teaching strategies.

Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher almost always intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques.

Data demonstrate that the teacher almost always assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.

Effective

The following best describes the teacher's practice:

Some ABA data collection techniques are used to analyze efficacy of teaching strategies.

Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher usually intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques.

Data demonstrate that the teacher usually assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.



Meaghan Gay



Michael DeAngelis

LEVEL 2

LEVEL 1 (LOWEST)

Minimally Effective

The following best describes the teacher's practice:

ABA data collection techniques are inconsistently implemented and/or are rarely used to analyze efficacy of teaching strategies.

Data, if collected, demonstrate that the teacher inconsistently intervenes when students are not progressing or are mastering targets more quickly than expected. Interventions, when implemented, are rarely analyzed.

Data demonstrate that the teacher inconsistently assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely makes appropriate interventions to work towards generalization and maintenance.

Ineffective

The following best describes the teacher's practice:

ABA data collection techniques are rarely or never used in the classroom.

Data, if collected, demonstrate the teacher does not intervene when students are not progressing or are mastering targets more quickly than expected.

Data demonstrate that the teacher rarely or never assesses to determine whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely or never makes appropriate interventions to work towards generalization.



Michael DeAngelis



Michael DeAngelis

What is IEP Timeliness?

This is a measure of the extent to which you complete your assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Why is this one of my IMPACT components?

Timely renewal of IEPs is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my IEP Timeliness be calculated?

In the spring, you will have the opportunity to confirm the IEPs for which you served as case manager. Your IEP Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*





Andy Le



Michael DeAngelis



Bel Perez Gabilondo

If I have additional questions about IEP Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

IEPT 1

INDIVIDUALIZED EDUCATION PLAN TIMELINESS

Special education teacher completes **100%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Special education teacher completes **95-99%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



LEVEL 2

Special education teacher completes **90-94%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

LEVEL 1 (LOWEST)

Special education teacher completes **less than 90%** of assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



What is Eligibility Timeliness?

This is a measure of the extent to which you complete the special education eligibility process for your assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Why is this one of my IMPACT components?

Timely completion of the special education eligibility process is critical to ensuring that our students receive all the services they need.

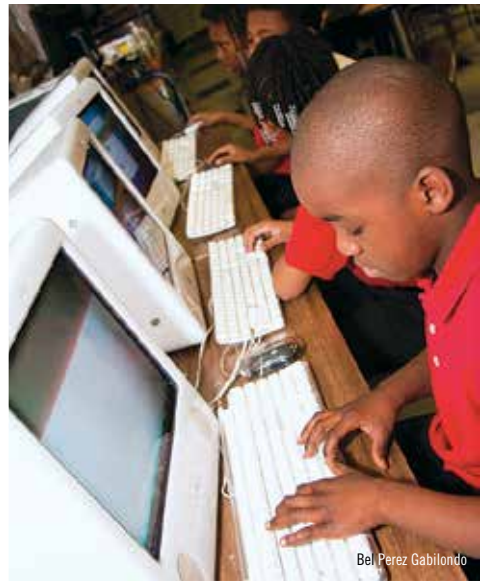
How will my Eligibility Timeliness be calculated?

In the spring, you will have the opportunity to confirm the students for whom you completed the special education eligibility process. Your Eligibility Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Michael DeAngelis



Bel Perez Gabilondo



Brian Tropiano

**If I have additional questions about Eligibility
Timeliness, whom should I contact?**

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

ELT 1

ELIGIBILITY TIMELINESS

Special education teacher completes the special education eligibility process for **100%** of her/his assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



LEVEL 2

LEVEL 1 (LOWEST)

Special education teacher completes the special education eligibility process for **less than 100%** of her/his assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.



Meghan Gay

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 18 and the second by June 17.

At the end of each cycle, you can view your final Commitment to the School Community rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Commitment to the School Community rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/18	CYCLE ENDS 6/17	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.40	3.60	3.50
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis



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Bel Perez Gabilondo



Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

SUPPORT OF THE LOCAL SCHOOL INITIATIVES

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a “reading across the curriculum” program.

CSC 2

SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school’s Special Education and English Language Learner programs, the school’s Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3

HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

* This standard may be scored as “Not Applicable” if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4

PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5

INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.



LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 18 and the second by June 17.

At the end of each cycle, you can view your final Core Professionalism rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Core Professionalism rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism ratings for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/18	CYCLE ENDS 6/17	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis



Bel Perez Gabilondo



Bel Perez Gabilondo



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Bel Perez Gabilondo

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE

Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 2 ON-TIME ARRIVAL

Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP 3 POLICIES AND PROCEDURES

Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

With rare exception, individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

CP 4 RESPECT

Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

With rare exception, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

CURRICULAR RESOURCES

The Teaching and Learning Framework defines the *how* of effective instruction, and a key district focus this year is providing meaningful support to educators on the *what* and the *when*.

In 2011, DCPS began working toward a full adoption of the Common Core State Standards (CCSS) for English Language Arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we have created scope and sequence documents, unit overviews, recommended anchor texts, and suggested summative assessments. We also administer aligned, paced interim assessments (PIAs), and you have the opportunity to participate in structured data cycles to support you with using student achievement information to guide your classroom practice.

OVERVIEW OF THE DISTRICT'S ROLLOUT OF THE COMMON CORE STATE STANDARDS (CCSS)

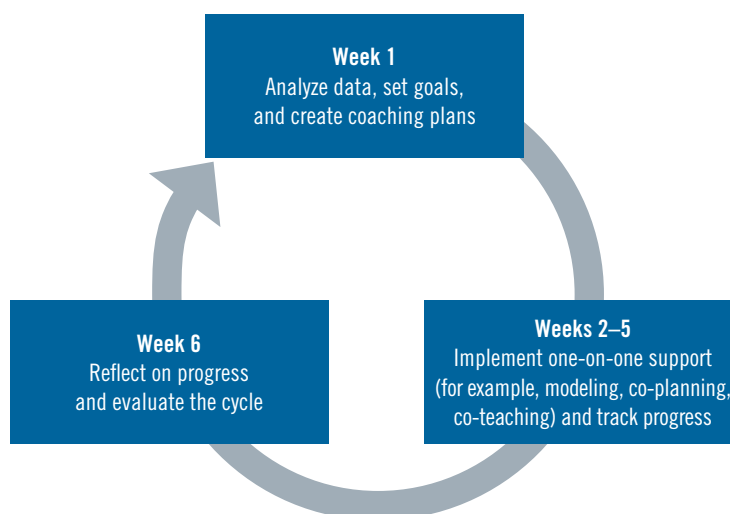
SCHOOL YEAR	GRADES/CCSS FOCUS	IMPLEMENTATION PLAN
2011–2012	K–12 READING 6–12 LITERACY IN CONTENT AREAS (RH/RST) K–2 MATHEMATICS	Implementation Focus: K–12 English Language Arts teachers will use the CCSS-ELA and K–2 teachers will use the CCSS-Mathematics to drive their instruction.
		Professional Development Focus: Foundational reading, CCSS-ELA instructional shifts, K–2 CCSS-Mathematics
2012–2013	3–12 MATHEMATICS 6–12 LITERACY IN CONTENT AREAS (RH/RST)	Implementation Focus: K–12 math teachers will use the CCSS-Mathematics, and social studies, science, and technical subject teachers will use the CCSS-RH/RST to drive their instruction.
		Professional Development Focus: CCSS-Mathematics, differentiated literacy instruction
2013–2014	K–12 WRITING 6–12 WRITING IN CONTENT AREAS (WHST)	Implementation Focus: K–12 teachers will use the CCSS-W, and social studies, science, and technical subjects teachers will use the CCSS-WHST to drive their instruction.
		Professional Development Focus: Writing and Language CCSS
2014–2015	K–12 ENGLISH LANGUAGE ARTS: ACADEMIC LANGUAGE; CLOSE READING; SMALL GROUP LITERACY; WRITING K-12 MATHEMATICS K-12 SCIENCE K-12 SOCIAL STUDIES	Implementation Focus: K–12 teachers will use the CCSS-Mathematics, CCSS-ELA, and CCSS-Social Studies to drive their instruction. Teachers will also begin using the Next Generation Science Standards (NGSS).
		Professional Development Focus: CCSS-Mathematics, NGSS, CCSS-ELA, CCSS-Social Studies

INSTRUCTIONAL COACHES

School-based instructional coaches support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. See below for more information about learning cycles.

Learning Cycles

Instructional coaches facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development:



support is extended over time, is targeted and specific, and includes ongoing follow-up.

“My instructional coach has helped me collaboratively plan with my colleagues. He has also helped me enhance my lessons by making them more rigorous with higher-order thinking questions.”

DIONNE HAMMIEL, TEACHER, BURROUGHS EC

“The learning cycle model has been a powerful tool for instructional coaches in our support of teachers. Through collaboration, reflection, and consultation, I have been able to assist teachers in acquiring pedagogical knowledge that has not only improved teacher practice but also student outcomes. The icing on the cake is that I am a stronger, more confident instructional coach armed with a set of scientifically proven practices that relate directly to teachers’ needs.”

SHIRLEY TURNER, INSTRUCTIONAL COACH, BROWNE EC

MASTER EDUCATORS

Master educators provide professional development to teachers through post-observation conferences (POCs), during which master educators and teachers debrief a recent observation and discuss strengths and areas for growth according to the Teaching and Learning Framework. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. Shortly after these conferences, teachers may view their final written reports, including scores and comments for each of the nine Teach standards, by logging into the IMPACT database at <http://impactdcps.dc.gov>.

During the 2014–2015 school year, master educators will provide intensive support to a subset of teachers through the MyPD initiative as part of the DCPS five-year strategic plan, *A Capital Commitment*. Master educators will lead content-specific collaborative learning cycles and provide individualized coaching to teachers participating in this initiative. Master educators will also provide professional development sessions on the TLF to teachers across the district.

“Thank you for a truly enlightening and productive debriefing discussion. I felt I received valuable strategies to help me improve my teaching ability and build stronger relationships with my students. It was a pleasure to receive such relevant and helpful advice.”

*Renae Ramble, Teacher, Jefferson Middle School,
writing to a master educator*

“I JUST GOT MY IMPACT ASSESSMENT. WHAT SHOULD I DO NOW?”

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It’s useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal’s job.
- View ‘Reality PD’ lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Participate in the Teaching in Action program to observe a teacher who is strong in an area in which you’d like to improve. See more information about the program later in this section.
- Access relevant resources, such as the Teach Resource Sets, from the Educator Portal+.

NEW TEACHER SUPPORT

All teachers new to DCPS are invited to attend New Teacher Orientation, a two-day training at the beginning of the year designed to familiarize newcomers with the Teaching and Learning Framework and district policies.

In addition, new teachers are encouraged to utilize Teaching in Action to observe their high-performing colleagues during scheduled classroom observations.

REALITY PD

Reality PD is an extensive library of professionally produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers.

Each video focuses on one Teach standard from the Teaching and Learning Framework. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and are a powerful professional development tool to drive great practice.

For example:

- Teachers may view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during post-observation conferences, administrators and master educators may refer teachers to videos that are relevant to particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

You can access these resources by visiting <http://www.educatorportalplus.com> and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact reality.pd@dc.gov with any questions.



Victoria Tyson, School Without Walls SHS



Sabrina Malone, Houston ES



Lakia Kenan, Orr ES



William Taylor, Wheatley EC



Scott Harding, Maury ES



Victoria Pearson, Stuart-Hobson MS

TEACHING IN ACTION

The Teaching in Action program provides opportunities for teachers to observe their high-performing colleagues (consulting teachers) during scheduled classroom observations. Visiting teachers may view consulting teachers' instructional strengths online, where they can also sign up for an observation. After the observation, the two teachers will debrief the lesson and discuss best practices.

To sign up for a classroom observation, visit <http://octo.quickbase.com>, sign in using your dc.gov email address and password, and click on DCPS Teaching in Action.

PD PLANNER

PD Planner is an online catalog of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS and the Washington Teachers' Union. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

EDUCATOR PORTAL+

The Educator Portal+ is an online platform that provides educators with resources related to the adoption of the Common Core State Standards and the goals of the DCPS academic plan. Through the portal, DCPS educators can also access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework. Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and major subject areas
- **Teach Standard Resource Sets:** Self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard
- **Curricular Resources:** DCPS's scope and sequence documents, unit overviews, learning modules, and more

Access these resources and sign up for relevant events and announcements by visiting <http://www.educatorportalplus.com> and logging in using your DCPS email address (first.last@dc.gov) and e-mail password. Please contact educator.portal@dc.gov with any questions.

FOR SPECIAL EDUCATION TEACHERS

The Office of Specialized Instruction (OSI) offers a variety of professional development opportunities throughout the summer and school year on priority areas including Tier 2 and Tier 3 reading interventions, Safetycare, and Goalbook. OSI also provides a range of other opportunities on topics such as transition, self-advocacy, Least Restrictive Environment, Section 504, and Applied Behavioral Analysis. In the 2014-2015 school year, OSI will pilot a paraprofessional scope and sequence to better prepare all classroom staff to engage in student academic achievement. For more information about these trainings and to view OSI's professional development calendar, visit the special education page of the Educator Portal+.

Special Education Data System (SEDS) training is offered regularly by the Office of Data and Strategy to support teachers in using the EasyIEP program. SEDS training assists teachers in navigating the data system, accessing Individualized Education Plans (IEPs), analyzing and entering data, and ordering assessments. To sign up for training, visit <https://octo.quickbase.com/db/berthuw6f>.

The Office of the State Superintendent of Education (OSSE) provides professional development and technical assistance for special education teachers, including workshops on data-driven instruction, assessment, behavior interventions, secondary transitions, and more. For additional information about this support, visit the Division of Special Education (DSE) Training and Technical Assistance Unit section of the OSSE website at <http://osse.dc.gov>.

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities, gifts, and talents. The CEC offers professional development through webinars, conferences, and workshops, and posts resources on the Teaching and Learning Center page of their website. For more information, visit www.sped.org.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program, which includes research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family, Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtulocal6.org>.

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Autism Teaching Standards (AUT)	3.61	x 55	= 198.5
Teacher-Assessed Student Achievement Data (TAS)	4.00	x 15	= 60.0
Applied Behavior Analysis for Autism Classrooms (ABA)	3.75	x 10	= 37.5
Individualized Education Plan Timeliness (IEPT)	3.50	x 5	= 17.5
Eligibility Timeliness (ELT)	4.00	x 5	= 20.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
TOTAL			369

Step 3

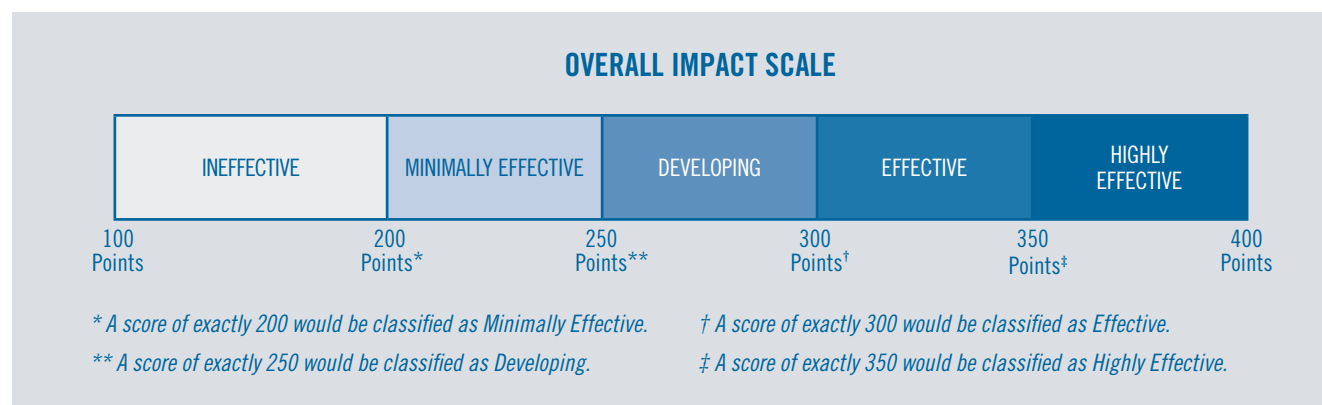
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual’s rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.



Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines,* changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score and consequences based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

*Specifically, DCPS may, at its discretion, revise 2014-2015 cycle deadline dates in order to accommodate district-wide testing schedules.

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Teachers who earn Highly Effective ratings are eligible to advance to the next Leadership Initiative For Teachers (LIFT) career stage, giving them access to a variety of leadership opportunities as well as increased recognition and compensation.

Effective: This rating signifies solid performance. Teachers who earn Effective ratings are also eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than educators who earn Highly Effective ratings. These teachers will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after three years of support, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, teachers who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing teachers, DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after two years of support, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, teachers who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation from the school system.

Note: In very rare cases, a principal may recommend that a teacher be separated more expeditiously than outlined above if the teacher's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that a teacher who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel comprised of senior leaders in DCPS will review the recommendation and issue a decision. Teachers will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

What can I do if I disagree with my final rating?

If you receive a final IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor who will make a final decision. More information regarding the Chancellor's Appeals Process and final IMPACT scores will be shared with eligible employees.

Note: Employees may have other appeals options available through their union's collective bargaining agreement and are encouraged to contact their union representative for more information.

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate — in the boldest way possible — how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

All Effective and Highly Effective teachers in high-poverty schools are eligible. Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Highly Effective and Effective teachers who reach the Advanced Teacher LIFT stage, and Highly Effective teachers who reach the Distinguished Teacher and Expert Teacher LIFT stages will be eligible for base salary increases as outlined later in this section.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

How will I know my LIFT stage?

You can determine your LIFT stage by referring to your LIFT guidebook, which is available on the DCPS website. Beginning in September, you can also find this information by logging into the IMPACT database at impactdcps.dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the poverty level of your school, you can earn nearly \$130,000 annually.

How does IMPACT*plus* compare with the previous compensation system?

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACT*plus*, a Highly Effective teacher with a master's degree has the potential to earn \$74,975 in her/his first year, and can achieve the maximum salary of \$126,540 in just nine years.

How does it work?

For teachers, IMPACT^{plus} has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for an IMPACT^{plus} annual bonus, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$10,000	Additional \$10,000	\$20,000
	Low-Poverty	\$2,000	n/a	\$2,000

How do I know what my school's poverty level is?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do teachers in high-poverty schools receive higher bonuses?

One of the goals of IMPACT^{plus} is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

In the past, teachers in Group 1 have received an additional add-on to their IMPACT^{plus} bonuses. Will this be the case for the 2014-2015 school year?

No. Due to the transition in assessments from the DC CAS to the PARCC test and the fact that IVA will not be included as a component in final IMPACT scores for the 2014-2015 school year, there will not be an additional Group 1 bonus add-on this year.

Why do teachers who work in the 40 lowest-performing schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, *A Capital Commitment*, is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize the most effective educators in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 lowest-performing schools?

If you are not sure, please ask your administrator. You may also contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I retire at the end of the 2014–2015 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2014–2015 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent teachers, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year,” early retirement, or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at wtulocal6.org.

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year,” early retirement, or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, the IMPACT team will notify you via email if you are eligible for an IMPACT*plus* bonus. You will submit your acceptance decision by logging into the IMPACT database at impactdcps.dc.gov. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I earn a Highly Effective rating again next school year (2015–2016), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

Base salary increases for teachers align with the Leadership Initiative For Teachers (LIFT)* career ladder.

YOUR SCHOOL'S POVERTY LEVEL	YOUR LIFT STAGE	YOUR SERVICE CREDIT
High-Poverty	Advanced	2 Years
	Distinguished	5 Years [†]
	Expert	5 Years [†]

[†] In addition to the five-year service credit, teachers at the Distinguished Teacher stage will move to the master's degree salary band if not already there, and teachers at the Expert Teacher stage will move to the PhD salary band if not already there.

ADVANCED TEACHER STAGE

At the Advanced Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries in the form of a service credit. Advanced Teachers will be granted a two-year service credit, meaning that they will be paid as if they had two additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2015–2016 school year — your fifth year of teaching — we would actually pay you as if you were in your seventh year (5 years + 2 year service credit). In this case, your salary would increase from \$61,158 to \$69,132 — a base salary increase of nearly \$8,000.

DISTINGUISHED TEACHER STAGE

At the Distinguished Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the master's degree salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you have a bachelor's degree only. For the 2015–2016 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your eleventh year (6 years + 5 year service credit). In this case, your salary would increase from \$56,655 to \$81,335 — a base salary increase of nearly \$25,000.

^{*} The Leadership Initiative For Teachers (LIFT) is explained in full in a separate guidebook that is posted on the DCPS website.

EXPERT TEACHER STAGE

At the Expert Teacher stage, teachers in high-poverty schools will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit.

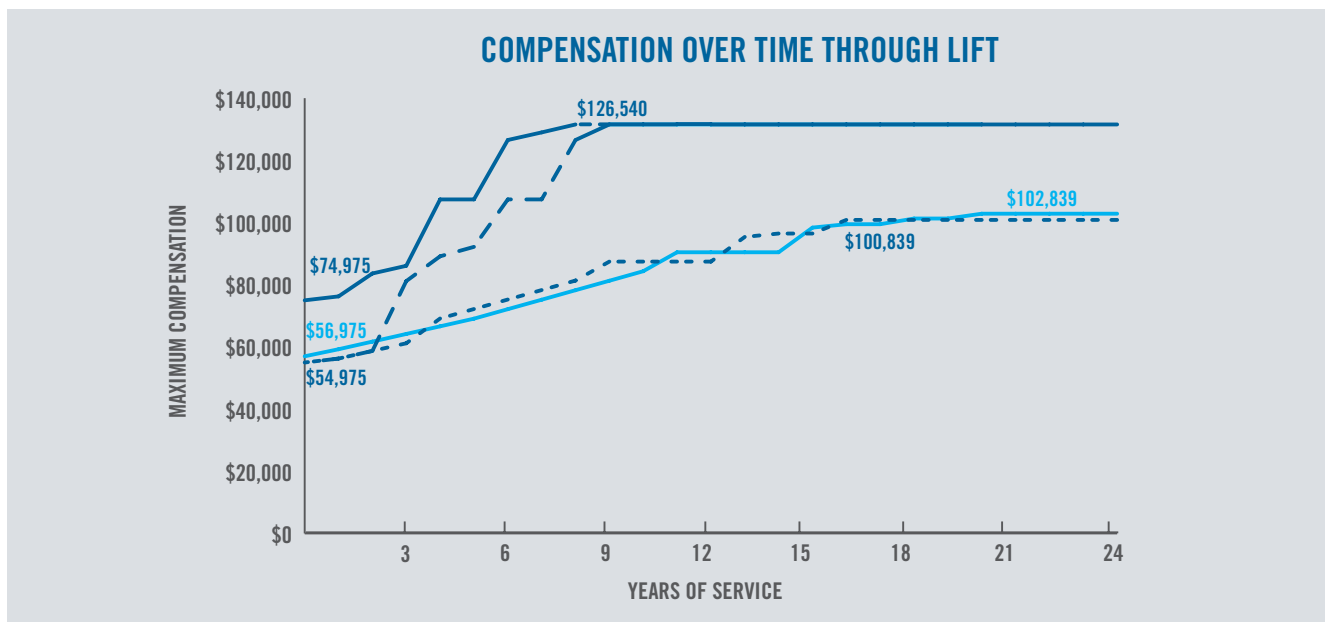
For example, let's imagine that it is the end of the 2014–2015 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2015–2016 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your fifteenth year (10 years + 5 year service credit). In this case, your salary would increase from \$75,232 to \$92,613 — a base salary increase of more than \$17,000.

How will my compensation increase over time through LIFT?

All Effective and Highly Effective teachers will continue to earn the annual step increases outlined in the Washington Teachers' Union contract. However, at the Advanced, Distinguished, and Expert Teacher LIFT stages, teachers will earn significantly larger base salary increases, as outlined above.

The graph below represents compensation over time for four hypothetical teachers with master's degrees:

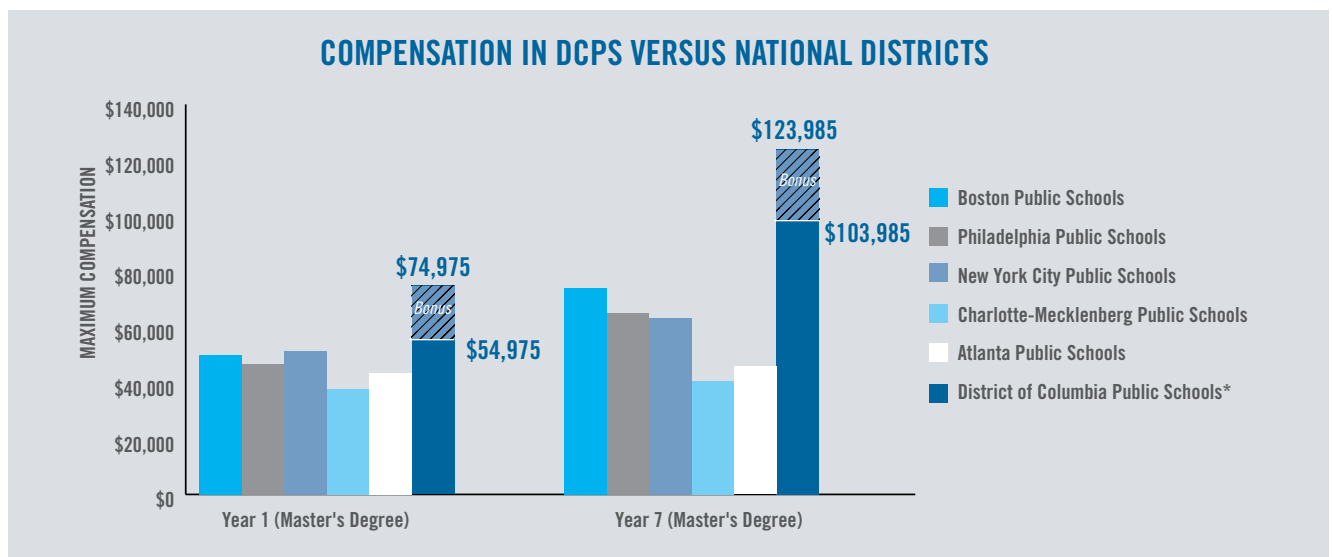
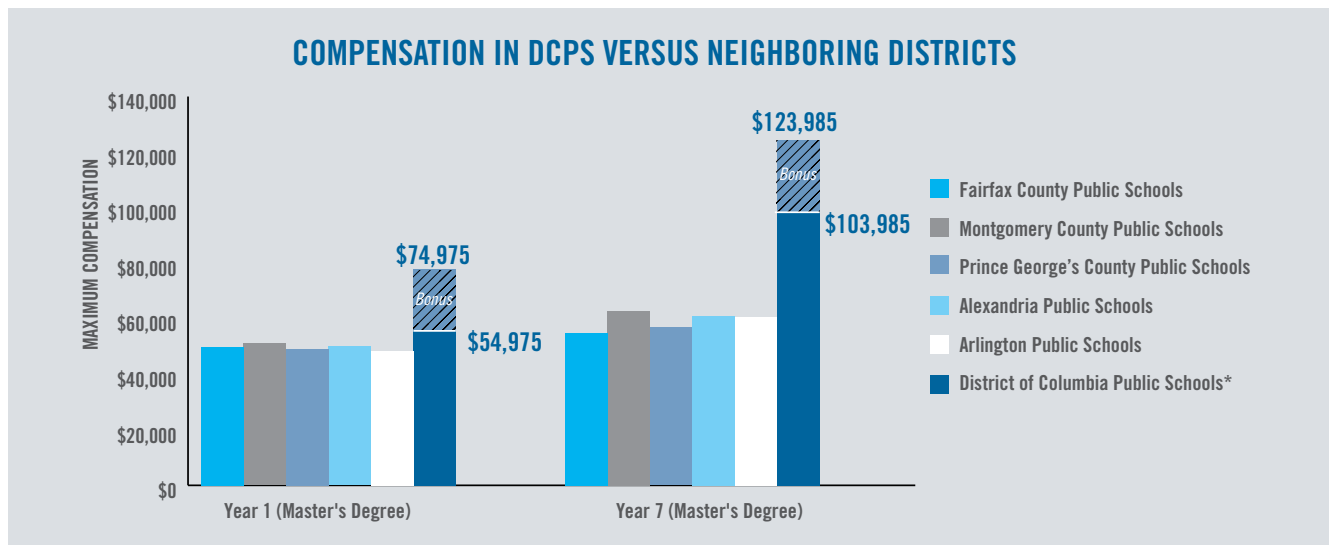
- **Teacher 1:** A teacher who consistently earns Highly Effective ratings at a high-poverty school*
- **Teacher 3:** A teacher who consistently earns Effective ratings at a high-poverty school*
- - - **Teacher 2:** A teacher who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*
- **Teacher 4:** A teacher who earns Highly Effective ratings at a low-poverty school*



* Note: In these two cases, the compensation figures above assume that the teacher earns the maximum annual bonus amount of \$20,000 because she or he earns a Highly Effective IMPACT rating and works in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in one of the 40 lowest-performing schools, they will be eligible for a bonus of \$10,000.

How are DCPS teachers compensated compared to teachers in other districts?

Outstanding DCPS teachers are compensated at unprecedented levels. As shown in the following figures, DCPS teachers earn significantly more than teachers in other districts in the DC metro area, as well as teachers in similar urban school districts across the country. In fact, teachers' salaries in DCPS exceed those in other districts even without including the annual bonuses and base salary increases that are available to high performers.



* Note: The compensation figures for DCPS reflect the maximum salaries for Highly Effective teachers who earn the maximum bonus amount of \$20,000 because they work in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in one of the 40 lowest-performing schools, they will be eligible for a bonus of \$10,000.

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the actual number of years you have worked in the school system.

For how many years do I need to teach in a high-poverty school in order to qualify for the base salary increase?

You must be teaching in a high-poverty school during the year in which you qualify for a service credit and during the following school year.

For example, imagine that you are at the Established Teacher stage during the 2014–2015 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2015–2016 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in 2014–2015 and in 2015–2016 must be high-poverty.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year,” early retirement, or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at wtulocal6.org.

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year,” early retirement, or buyout options related to excessing, you may forgo the increase in base salary.



If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Our strategic plan, *A Capital Commitment*, is an ambitious vision of what our collective impact will be by 2017, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what’s possible.

While the goals we have set are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.





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